The LIBRARY *of* CONGRESS

Information Bulletin

Vol. 60, No. 11 November 2001

'Margaret Mead: Human Nature and the Power of Culture'

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JAMES H. BILLINGTON
Librarian of Congress

On the Cover: Margaret Mead on a canoe with Manus children in New Guinea, 1928. *Photo by Reo Fortune.*

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Learning from Those Who Served

Veterans Initiative Enlists 180 Partners

By GAIL FINEBERG

American war veterans, including members of Congress, journalists and a historian, have joined a national effort led by the Library to capture and preserve the personal histories of some 19 million veterans and, through these stories, to connect younger and future generations of Americans with their nation's wartime history.

Dr. Billington announced a 26-member advisory body, the Five-Star Council, and introduced several members who came to the Library on Nov. 8 to offer their support and guidance to the Veterans History Project, which the Library's American Folklife Center launched one year ago on Veterans Day.

Council members met with the Librarian and Ellen McCulloch-Lovell, director of the Veterans History Project, that morning and then joined them for a program in the Members' Room of the Jefferson Building, where AARP, a national organization for people 50 and older, announced it will give $3 million to the Veterans History Project.

AARP President Esther "Tess" Canja not only pledged $1 million a year for three years to the project but also promised that AARP will marshal its 35 million members to find veterans whose stories have yet to be recorded and to "create a well-trained volunteer force to conduct proper oral history interviews with their parents, friends and even strangers."

Yusef El-Amin

Five-Star Council members supporting the Veterans History Project are Sen. John Warner (R-Va.), retired Maj. Gen. Jeanne Holm, Sen. Daniel Inouye (D-Hawaii) and retired Lt. Gen. Julius Becton.

Ms. McCulloch-Lovell said the project also is being supported by 108 "official partners," including veterans and military organizations, libraries and archives, museums, oral history programs, universities and civic organizations. These organizations have agreed to endorse the project, recruit their members as interviewers and serve as repositories for some of the material.

Dr. Billington said the Library has embraced the project and its mission to collect the memories, accounts and documents of war veterans and those on the homefront who supported them. "Especially now, at a time when our nation is once again challenged, we have much to learn from those who served," he said.

This collection of recorded oral histories, diaries, letters, maps and photographs will be preserved at the Library, he said.

At the first meeting of the Five-Star Council, Dr. Billington asked for members' ideas. Two seasoned veterans on the council encouraged the participation of young people in the project.

"What better way to connect them with their history than to have seniors in schools throughout the country go out into their communities to interview veterans?" asked Julius W. Becton, a retired lieutenant general with 40 years of service in the U.S. Army, including duty in Germany, France and the Pacific during World War II and in Korea and Vietnam.

Mr. Becton also emphasized that the Veterans History Project "must collect all their stories"—those of African Americans, Japanese Americans, Native Americans and women in uniform and on the homefront.

Lee A. Archer Jr., who entered flight training at the Tuskegee Army Air Field and became a fighter "ace" and a lieutenant colonel with 29 years of service with the Air Force, agreed. "The project must be all-inclusive," he said.

Retired Maj. Gen. Jeanne Holm joined the military in 1942 as a truck driver, served in the Army and then the Air Force for 33 years, and retired in 1975 with the highest rank of any woman in the armed services. She emphasized that the project should include women and men in all kinds of noncombat jobs—truck drivers, mechanics, clerks, typists, technicians of all kinds, and recently, those who flew tankers that refuel jets over the Persian Gulf and now over Afghanistan.

"It's difficult to get people to come forward if they feel what they did was not significant," she said after the program. "A lot of outreach needs to be done."

Although the Veterans History Project legislation targets veterans of five wars—World Wars I and II, Korea, Vietnam and the Persian Gulf—Ms. Holm said the project should include those in uniform who served in Somalia, Bosnia, Kosovo and now Afghanistan. "If that's not war, it's pretty darned close," she said.

Secretary of Veterans Affairs Anthony J. Principi, a combat-decorated Vietnam veteran, said his department can reach millions of veterans, including those in VA hospitals (some 60,000 on any given day) and clinics ("4 million vets come to us for care in a year").

Speaking also during the public program, Mr. Principi endorsed the project and pledged his department's support. "I look forward to dedicating the

resources of my department" to the project, he said. "Every community in America with a veterans organization or military organization will gather up their stories and their lessons, and we will preserve them for all time."

Sen. Ted Stevens (R-Alaska), a World War II pilot in the China-Burma-India theater who received two Distinguished Flying Crosses and other medals, recalled receiving and reading the diary of a friend who had driven a troop carrier onto Omaha Beach. "Sixty percent of our World War II veterans are gone, but their widows and families have their diaries and letters. We ought to get those materials," he said.

Several council members, including members of Congress, spoke about the project's importance during the presentation that followed.

Rep. Ron Kind (D-Wis.) and Sen. Chuck Hagel (R-Neb.) together sponsored the bipartisan legislation that President Clinton signed into law on Oct. 27, 2000 (Public Law 106-380), to authorize the Veterans History Project. Rep. Kind, principal author of the legislation, said he was inspired three years ago upon hearing for the first time the personal stories of his father, a Korean War veteran, and his uncle, a World War II veteran. "They started talking about their experiences, what they went through, what they saw, what they were involved in," he recalled. He grabbed the family video camera and began recording these stories for his children before the history was lost with the passing of his father's generation.

"We are losing 1,500 veterans a day, so we are racing against time to preserve this important part of U.S. history, not to glorify war, but rather to capture the reality of the experiences that our veterans and families on the homefront had," Rep. Kind said.

Correction

The role of the Navajo Code Talkers, in a caption on page 221 of the October 2001 issue, was misstated. The Code Talkers transmitted secret U.S. military messages in their own language, adapted for military communication, without the need for encoding, because no one on the enemy side could understand Navajo and decipher the message. ◆

"I can't think of any greater tribute to our veterans than the preservation of their memories and the formal collection of this history at a place such as the Library of Congress," he said.

Sen. Hagel, who co-sponsored the legislation in the Senate, is a Vietnam combat veteran and former deputy administrator of the Veterans Administration. He said, "In the hands of the nation's young rest the nation's destiny. This project is so important for that reason alone, to connect [our history with] our young people, the next generation, the generation that will inherit the challenges of our day."

Chief congressional sponsors of the legislation, along with Sen. Hagel and Rep. Kind, were Sen. Max Cleland (D-Ga.), an Army captain who lost both legs and his right arm in a grenade explosion in Vietnam in 1969; and Reps. Amo Houghton (R-N.Y.), a Marine veteran, and Steny Hoyer (D-Md.). All are members of the Five-Star Council.

Another Veterans History Project supporter and council member is Sen. Daniel Inouye (D-Hawaii), who underscored the importance of linking young people to their history. Sen. Inouye was a 17-year-old Red Cross volunteer in Honolulu on Dec. 7, 1941, the day Japan bombed Pearl Harbor. Ten years ago, as the nation prepared to observe the 50th anniversary of that day, which President Franklin D. Roosevelt said would "live in infamy," less than half of high school seniors polled knew the significance of the date, Sen. Inouye said.

"It has been said by wise philosophers that a nation that forgets its past, or disregards its past, is destined for oblivion," Sen. Inouye said. "If we maintain this attitude about history, forgetting the past, then we are in deep trouble."

After Pearl Harbor, Sen. Inouye served with the Army's 442nd Regimental Combat Team—service that cost him a limb and earned him the congressional Medal of Honor, Distinguished Service Cross, Bronze Star, Purple Heart with cluster and 12 other medals.

Sen. John Warner (R-Va.), another Five-Star Council member, said he had been in the Jefferson Building many times during the 23 years he has served in the U.S. Senate, but no day had been or would be more important than this one promoting the Veterans History Project. "Jim Billington, I cannot think of any charge given you by the Congress that takes greater significance than this one," he told the Librarian.

James Hardin

Rep. Ron Kind (D-Wis.) co-sponsored the legislation that created the Veterans History Project.

He reminisced about the military service of his father, "a brilliant surgeon who served in the trenches of World War I and cared for wounded by the hundreds," and the Red Cross service of his mother. After he returned home, wounded and decorated, his father explained to his young son why he had custody of a German officer's Luger pistol: "'I saved the lives of all those in uniform; that was my mission as a doctor.'"

"If only I had my father's memoirs," Sen. Warner said.

Looking back over his long career of public service that included Pentagon duty as under secretary and secretary of the Navy (1969-1974) during the Vietnam era, Sen. Warner said histories of decisions made then should be saved to assist a nation facing a "conflict of complexities of never before, in terms of geography, in terms of political and military relationships."

Putting U.S. war casualties from one helicopter crash in Afghanistan into historical perspective, Sen. Warner noted that more than 500,000 Americans gave their lives in World Wars I and II, some 37,000 died in Korea and another 58,000 died in Vietnam. "Those numbers are incomprehensible to this generation, unless you preserve this fascinating history to guide this nation in the future," he said.

Although acts of courage, heroism and sacrifice are important to record for posterity, another story to be told is how World War II united Americans from all walks of life, said another Five-Star Council member, Sam M. Gibbons, who served in the House of Representatives for 34 years. "World War II was a great builder of America, a great

continued on page 249

Janet Leigh Visits Library

Screen Legend Supports Film Preservation Efforts

BY REBECCA FITZSIMONS

Janet Leigh, a movie actress best known for her role as the murder victim in "Psycho," visited the Library on Oct. 29, following the Lewisburg, Pa., stop of the National Film Registry Tour for which she introduced another Registry film she stars in, Orson Welles's "Touch of Evil" to a sell-out crowd.

Ms. Leigh is a stalwart supporter of film preservation in general and the tour in particular. She has been a guest of the Library to help raise awareness for film preservation in five states, but Oct. 29 marked the first time she visited the Library itself. She was accompanied by her daughter, actress Kelly Curtis, and they were shown around the Motion Picture, Broadcasting and Recorded Sound Division before meeting the Librarian. They spent the afternoon visiting the Jefferson building and exhibitions.

The National Film Registry Tour, also known as the National Film Preservation Tour, is an outreach program of the Motion Picture, Broadcasting and Recorded Sound Division that began its nationwide journey in 1995, aiming to go to all 50 states plus Puerto Rico and the District of Columbia. As of November, the tour had visited 45 states and had seven venues to go, including the District of Columbia. Its mission is twofold: to celebrate more than a century of American movie-making and to raise awareness of the need to preserve this great heritage.

The tour consists of about 40 film titles, drawn from the National Film Registry, representative of many genres and dates. They demonstrate the preservation work of various archives, as well as that of the Library.

Janet Leigh is not the only celebrity to lend support to the Film Preservation Tour by attending press conferences, receptions and seminars. James Earl Jones, a member of the Library's private sector advisory group, the Madison Council, has traveled to eight events. Other actors who have participated include Tony Curtis, Alfre Woodard and Cliff Robertson.

Members of the National Film Preservation Board, drawn from across the film industry to advise the Librarian on selections to the National Film Registry, have also joined the tour.

The National Film Registry Tour was initially funded by the Madison Council and the Film Foundation. In 1998 the cable movie network American Movie Classics gave a grant to the Library to take the tour to all the remaining states. It is expected that the Film Preservation Tour will wrap up by early summer 2002. ◆

Christina Tyler Wenks

Janet Leigh and Dr. Billington discussed the actress's involvement with the Library's film preservation efforts and their fondness for classic films and serials.

Ms. Fitzsimons is coordinator of the Film Preservation Tour.

Veterans

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homogenizer of America," he said.

Noting that 12.5 million Americans served in the armed forces and about the same number served on the industrial side, Mr. Gibbons said people did their duty, not because they were asked to perform a patriotic act, "but because you thought it was the thing to do. You worked with people, and you learned with them the real principles of brotherhood—what it is to work and to train together and to perform missions together and what it is to follow the leadership," said Mr. Gibbons.

He began his World War II service in 1941 as an infantry officer with the 501st Parachute Infantry Regiment. As part of the 101st Airborne Division, he led parachute infantry forces in the predawn invasion of Normandy, France, the allied invasion of the Netherlands, the Battle of the Bulge, the defense of Bastogne and in central Europe. He earned the Bronze Star and rank of major.

"Spilling our guts, as we're going to do in the project, and telling the truth about what happened, is a lesson for America," he said.

Deputy Librarian Donald L. Scott, introduced as "the Library's very own general," described briefly his military service, through which he rose to the rank of brigadier general. He said those who serve "do more than serve the stated purpose of the war, but we actually experience and carry with us the democratic ideals of America.

"I actually benefited, from having been an African American born and raised in a segregated society, the opportunity to be integrated by and to integrate the United States Army," he said. In all his experience, he said, he never met one American, regardless of his or her ethnic background, who came to the war with the idea of being a hero, but of "wanting to do what's right," of choking back fear when the shooting started and stepping forward to lead when called upon. ◆

Ms. Fineberg is editor of The Gazette, *the Library's staff newspaper.*

Values for Living and Records of Life

Family Donates Jackie Robinson Papers

By ADRIENNE CANNON and HELEN DALRYMPLE

It was a doubleheader for the Jackie Robinson family when Sharon and Rachel Robinson came to the Library on Nov. 6: Sharon Robinson, Jackie's daughter, to talk about her new book, *Jackie's Nine: Jackie Robinson's Values to Live By;* and Rachel Robinson, Jackie's widow, to give the Jackie Robinson Papers to the Library for its permanent collections.

Dr. Billington welcomed Mrs. Robinson during a luncheon to thank her for the gift of the collection. She talked about the process of saving Jackie's papers in paper bags, in boxes and in shoe boxes from the time she and Jackie were married in 1946, and then going through all of those boxes and selecting the items she wanted to give to the Library.

"It's a bittersweet experience to donate your life, evidence of your life, to any outside person," she said. In the end she gave almost everything to the Library except for Jack's love letters, which he wrote her every day while she was in college and he was in the Army. Mrs. Robinson said they were wonderful letters and beautifully written, but she wasn't ready to share them with the world. "I have them hidden away so even the children don't know where they are," she confided.

"I am excited about the collection's finding a home at the Library of Congress ... so that the materials are accessible online and in other ways to the public, and knowing that they will be properly used and properly preserved—that is a great, great relief for me."

Comprehensive in scope, the collection of more than 7,000 items that Rachel Robinson has given to the Library richly chronicles all aspects of Robinson's life: the early years through college, military service, baseball career, corporate career and business interests, civil rights activities, involvement in politics, media activities and humanitarian concerns. The Jackie Robinson Papers also document the evolution of Robinson's legacy, represented, in part, by a variety of posthumous commemorations, events and tributes.

The main body of the Jackie Robinson Papers was in the possession of Mrs. Robinson until 1985, when she transferred them to the Jackie Robinson Foundation, a nonprofit organization she founded in 1973 to promote leadership development and scholarship among minority and poor youth. Over the years, additional materials retrieved from various individuals and repositories have been systematically added to enhance the research value of the collection. Mrs. Robinson decided to give the whole collection to the Library as a permanent repository.

Vivian Ronay

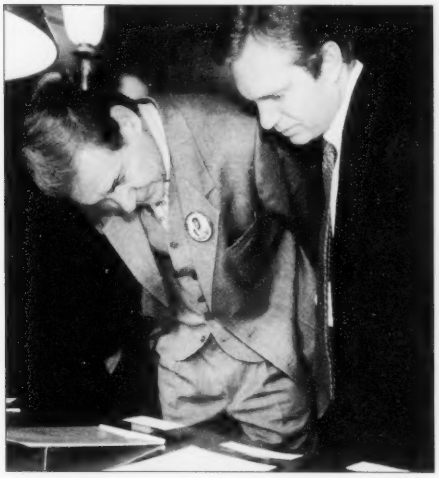
Rachel Robinson and Sharon Robinson at the formal announcement of the donation of the Jackie Robinson papers; Robinson in 1954

Bob Sandberg

The papers include correspondence, speeches and other writings, memoranda, financial records, subject files, baseball contracts and other legal documents, military records, media interviews, transcripts of radio and television programs, ephemera, photographs, newspaper clippings and other printed matter. A major portion of the collection is devoted to Robinson's pioneering role in baseball. The correspondence includes letters from a wide range of individuals affiliated with baseball: officials, fellow players and sportswriters. Among these are Branch Rickey, Walter O'Malley, Clyde Sukeforth, Hank Greenberg, Happy Chandler, E.J. Bavasi, Joe L. Brown, Al Campanis and Joe Reichler. The collection also contains an array of fan mail from across the United States and abroad.

When Jackie Robinson began his rookie season with the Brooklyn Dodgers on April 15, 1947, he became the first African American to play major league baseball in the 20th century, breaking down the color line in effect since 1876. The son of sharecroppers, Jack Roosevelt Robinson (1919-1972) was born on Jan. 31, 1919, near Cairo, Ga., and reared in Pasadena, Calif. He studied at Pasadena Junior College, before transferring to the University of California at Los Angeles (UCLA) in 1939. There Robinson met nursing student Rachel Isum, whom he married in 1946. An outstanding athlete, Robinson lettered in four sports at UCLA: baseball, football, basketball and track. He withdrew from UCLA in his senior year, hoping to relieve some of his mother's financial burdens. He worked for the National Youth Administration as an athletic instructor and also earned extra money playing football for the Honolulu Bears.

Robinson showed an early interest in civil rights as a draftee in the Army. He was drafted in 1942 and served



Vivian Ronay

Ted Spencer, (vice president and chief curator) and Dale Petroskey (president), both of the National Baseball Hall of Fame and Museum, examine materials from the Jackie Robinson Collection.

on bases in Kansas and Texas. With the help of boxer Joe Louis, he succeeded in opening an Officer Candidate School (OCS) to black soldiers. After attending OCS, he was commissioned a second lieutenant. At Fort Hood, Texas, Robinson faced a court-martial for refusing to obey an order to move to the back of the bus; he was later exonerated. After he was discharged from the Army in 1944, Robinson joined the Kansas City Monarchs baseball team of the National Negro League in the spring of 1945.

In October1945, Jackie Robinson was signed by Branch Rickey, president and general manager of the Brooklyn Dodgers, to play for the Montreal Royals of the International League, the Dodgers' minor league affiliate. He went on to lead the Royals to a Little World Series championship in 1946 and was moved up to the Dodgers in April 1947. During his 10-year career with the Dodgers, Robinson compiled a .311 lifetime batting average, played in six World Series and stole home 19 times. He also won the National League's Most Valuable Player award in 1949, when he led the league with a .342 batting average and 37 stolen bases. He was inducted into the National Baseball Hall of Fame in 1962, his first year of eligibility.

After his retirement, Robinson engaged in several business ventures that encouraged black economic development. He became the vice president of personnel for the Chock Full o' Nuts restaurant chain, where he worked diligently to improve the status of the many lower-level African Americans employed there. He helped found and served as board chairman for the Freedom National Bank, a minority-owned commercial bank based in Harlem. He also opened a clothing store in Harlem and later established the Jackie Robinson Construction Company to build affordable housing for low- and moderate-income black families.

Robinson became a fervent advocate of civil rights, publicizing his views as a lecturer, newspaper columnist, and host and guest on radio and television programs. He worked closely with the National Association for the Advancement of Colored People (NAACP), which recognized him in 1956 with the prestigious Spingarn Medal, awarded annually for the highest achievement by an African American. Robinson chaired the NAACP's million-dollar Freedom Fund Drive in 1957 and was a member of the board of directors until 1967. He also lent his support to the Southern Christian Leadership Conference, the Congress of Racial Equality and the National Urban League.

Robinson's commitment to racial equality extended to Africa as well. He had a particular interest in the African independence movements and sought to promote education for the next generation of leaders in emerging nations on the continent. To this end, he supported the work of the African American Students Foundation, which sponsored African students at American colleges and universities.

Robinson also worked extensively with churches and interfaith organizations. He served as president of the United Church Men of the United Church of Christ and participated in both the National Council of Churches and the National Conference of Christians and Jews. His many civic activities included mentoring children and adolescents, especially those involved in the YMCA. He also participated in national campaigns to combat drug addiction and worked on civil rights and community development issues in various political campaigns.

In his later years, Robinson became disillusioned with the continued lack of opportunity for African Americans. His health began to deteriorate rapidly in the 1970s. On Oct. 15, 1972, he attended a World Series game in Cincinnati that included a commemoration of the 25th anniversary of his breaking the color line in professional baseball. Nine days later, on Oct. 24, Jackie Robinson died of a heart attack at his home in Stamford, Conn.

Among the many public officials represented in the correspondence are Richard Nixon, Nelson Rockefeller, Hubert Humphrey, John Kennedy, Robert Kennedy, Barry Goldwater, Averell Harriman, Kenneth Keating and Chester Bowles. Also represented are civil rights leaders such as Lester Granger, Wyatt Tee Walker, Roy Wilkins, Daisy Lampkin and Walter White.

There is an extensive speech file, covering the entire range of Robinson's interests. Many speeches reveal handwritten revisions and marginalia. The collection also contains manuscripts of the books Robinson wrote with collaborators, most notably the biographies, *Wait Till Next Year* and *I Never Had It Made*. They include correspondence and interviews with his co-authors, as well as his editorial notes and comments. In addition, the collection includes revised drafts of Robinson's newspaper columns and the script of the 1980 Broadway musical *The First*.

The Jackie Robinson Papers relate to other collections already in the Library's Manuscript Division. Chief among these are the papers of Branch Rickey and Arthur Mann. Material related to Robinson's civil rights activities can also be found in the records of the NAACP and National Urban League, as well as the papers of Joseph Rauh and A. Philip Randolph.

The Library's Web sites also feature Robinson. "By Popular Demand: Jackie Robinson and Other Baseball Highlights, 1860s-1960s," is available from the American Memory collections at **www.loc.gov**. Look for Robinson on the America's Library site for kids and families as well, in its "Join America at Play" section at **www.americaslibrary.gov**. ◆

Ms. Cannon is a specialist in Afro-American history and culture in the Manuscript Division. Ms. Dalrymple, a senior public affairs specialist in the Public Affairs Office, contributed to this story.

A Gift from YUKOS

Oil Company Donates $1 Million for Russian Efforts

Dr. Billington on Nov. 5 announced a gift of $1 million from the YUKOS Oil Company in support of two significant efforts at the Library focusing on Russia. Dr. Billington and Mikhail Khodorkovsky, YUKOS Chairman and CEO, met today at the Library to discuss the programs that YUKOS's gift will assist.

The newly authorized Center for Russian Leadership Development (permanent successor to the successful two-year pilot Open World Russian Leadership Program) will receive $500,000 for its Rule of Law Program. YUKOS Oil has pledged an additional $500,000 to support longer-term fellowships for Russian scholars and students with a wide range of interests and leadership potential to use the vast collections at the Library of Congress as an important part of an academic residency in Washington. These two efforts both will help provide a new generation of leaders in the Russian Federation.

"YUKOS Oil's leadership gift will help realize goals I have pursued while serving as Librarian of Congress," said Dr. Billington, who is a prominent scholar of Russian history and culture. "Congress has been very generous in its support of our effort to give Russia's next generation of leaders a brief but intensive professional and personal experience of America. The gift from YUKOS Oil will further that support and is evidence of the program's impact in Russia."

"Firm establishment of the rule of law within the Russian Federation is critical to our forward movement," said Mr. Khodorkovsky while presenting the gift. "Communication and professional development for the Russian and American judiciary through the Center for Russian Leadership Development are making a difference, and I am pleased to support the ongoing efforts of the Open World Program as well as other educational initiatives within the Library of Congress."

In 2000, the Open World Program brought 103 Russian judges to the United States to observe firsthand the American judicial system. This year senior federal judges are serving as hosts to 54 Russian judges in 15 American communities. Support from YUKOS Oil Co. and other American and Russian corporations will allow a significant expansion of the program in 2002, which has been principally supported by federal appropriations of $29.8 million since it was first authorized in May 1999.

Dr. Billington is the founding chairman of the Open World Program and serves as interim chairman of the Board of Trustees of the Center for Russian Leadership Development at the Library of Congress. The board has established a bilateral Corporate Advisory Council. Dr. Billington invited Mr. Khodorkovsky to join the council, which will operate in 2002 with American and Russian co-chairs.

The European Division of the Library, in cooperation with the Office of Scholarly Programs and the newly established Kluge Center, will develop the fellowship program to bring young Russian scholars and advanced students to the Library beginning in 2002. ◆

Library Names Director of Development

David R. Terry, an investment banker, has been appointed by the Librarian to be the Library's director of development. The appointment was effective on Oct. 25.

A native of Charlotte, N.C., Mr. Terry has spent his career as an investment banker with several major banking firms in New York City and Charlotte. He was most recently president and chief executive officer of Colby Holdings and Colby Capital in Charlotte.

"David brings to the Library a strong business acumen and a broad knowledge of private sector fund-raising and investment strategies," said Dr. Billington. "He will provide the kind of strong, energetic and innovative support to Library managers and to the Library's private sector advisory group, the James Madison Council, that will help extend the outreach of Library programs to an increasingly wide audience throughout the United States and the world."

Larica Perry

David Terry

As director of development, Mr. Terry will coordinate all private sector support initiatives for the Library. Working closely with Library managers and curators, he will identify a broad array of projects that can benefit from private support and then develop avenues for securing that support.

He will also work closely with the Madison Council to initiate and underwrite Library programs and projects that cannot be funded through annual congressional appropriations. A primary focus will be to build on efforts already under way to add an international dimension to the Madison Council and to look into the development of additional public-private partnerships that will increase the national visibility and impact of the Library.

"I feel as though I have spent my entire career preparing for the opportunity to serve the nation's oldest federal cultural institution and am especially proud to work under Dr. James Billington," said Mr. Terry. "The Library staff has done a tremendous amount of work to develop the wonderful relationships currently in place with members of the Madison Council, and I look forward to working closely with the staff to develop new ones." ◆

Safe and Sound

Library Launches Security Site

Library Security (Library of Congress)
Library Security
What You Need to Know to Use Library of Congress Reading Rooms
The Police Communications Center, staffed by members of the Library of Congress Police Force, is a vital aspect of the Library's security program.
Entry and Exit Procedures
Reader Registration
Personal Belongings Restrictions
Closed Stack System
Use of Collections Materials
Safeguarding Your Personal Property
Conduct on Library Premises
Video Surveillance
Key Security Contacts
General Information for Researchers
Library of Congress

The Library of Congress has developed a security awareness Web site to inform public users about the Library's security practices and requirements.

The Web site, which is titled "Library Security: What You Need to Know to Use Library of Congress Reading Rooms," is available to the public at **www.loc.gov/rr/security**. The site is a product of the Security Awareness Subcommittee of the Library's Collections Security Oversight Committee.

"We are pleased to offer this Web site as part of a larger security awareness program," said Lynn McCay, assistant director of the Information Research Division in the Congressional Research Service, and chair of the Security Awareness Subcommittee. "It provides public users with a central location to access all relevant Library of Congress security information."

The new Web site was developed to provide users with information about the Library's security practices and requirements developed during the past decade to protect the collections, staff and visitors of the Library. Many of these measures have had a significant impact on readers who use the Library's reading rooms and other research facilities. The Web site will also assist the Library's public service staff in communicating the Library's security guidelines to researchers, many of whom are first-time patrons of the Library.

The security awareness Web site includes information on topics ranging from reader registration and entry-exit procedures to video surveillance in the reading rooms and restrictions on personal belongings. In addition, photographs are used to illustrate and emphasize a number of topics. A list of key security contacts is provided, and there are links to general Library researcher information sources. ◆

Power and Performance

Library Web Access Faster than Most

BY SHERYL CANNADY

Recently published results from a study of 40 popular federal government Web sites show that the Library's Web pages are consistently delivered to Internet users as fast as the very fastest in government and industry.

Federal Computer Week has ranked the Library at or near the top of the Keynote Government 40 Internet Performance Index (KG40) every week since initiating the reports last September. "We are quite happy with the test results; especially since Keynote is the worldwide leader in Internet performance testing," said Mike Handy, acting director of Information Technology Services (ITS).

The Keynote Government 40 Internet Performance Index measures the average response time of accessing and downloading the home pages of 40 major federal government Web sites. The Library was ranked second in performance during the week of Oct. 29 to Nov. 12 and third during the week of Oct. 22. Users were able to access the site in less than a second (0.55). According to the Keynote Business 40 Internet Performance Index, if the Library were competing in the business sector, it would outperform Alta Vista (0.65), Compaq (0.81), Dun and Bradstreet (0.92), 3Com (1:03), Apple (1.06), IBM (1.21) and Charles Schwab (1.22). ◆

Ms. Cannady is a writer-editor in Information Technology Services.

'Human Nature and the Power of Culture'

Margaret Mead Exhibition Opens

By MARY WOLFSKILL and PATRICIA FRANCIS

The Library of Congress is commemorating the 100th anniversary of the birth of the noted anthropologist Margaret Mead (1901-1978) with an exhibition that will feature materials from her vast collection, including manuscripts, diaries, letters, field notes, drawings, photographs, sound recordings and film.

The collection came to the Library as a bequest, the result of a meeting in 1965 between Margaret Mead and John C. Broderick, who was, at that time, a specialist in American cultural history in the Manuscript Division.

Reporting on his visit with Mead, Broderick noted that "there is a great deal of correspondence. Since anthropologists are in the field so much, there is no opportunity to do business by telephone. They are the single professional group, she [Mead] feels, who continue to write letters."

The Mead Collection is housed primarily in the Manuscript Division as well as the Prints and Photographs, and Motion Picture, Broadcasting and Recorded Sound divisions. The Mead collection totals more than 500,000 items and is one of the largest for a single individual in the Library of Congress. It touches on every aspect of her life and documents her childhood, career and lifelong interests.

This exhibition is designed to convey the scope of Margaret Mead's interests and accomplishments, the substance of her work, as well as the range of responses to her work. The exhibition shows how Margaret Mead, born into a family of educators and home-schooled for much of her childhood, learned early to be a keen observer of the world around her. Her skills were honed through formal education, including studies with prominent social scientists at Barnard College and Columbia University in the 1920s. The largest segment of the exhibition focuses on Mead's field work in Samoa, Papua New Guinea and Bali, from which she drew many of her ideas. By bringing these cultures and her ideas to a mass audience, she helped to popularize the notion that there are many different ways of organizing human experience.

The discipline of anthropology involves the study of human culture, the socially shared learned system of beliefs, values, customs, language and material goods necessary for people to function as members of a particular social group. Anthropological issues and methodologies, such as the nature-nurture debate, will be explored in the exhibition by considering the problems and concerns that attracted Mead's research interest. The exhibition also addresses the reception of her work by the public of the day and by popular and scholarly critics both then and now. Finally, it reviews the ways in which she promoted anthropology and applied her research to timely topics, such as childhood education, intergenerational communication, gender differences, technological change and ecological issues.

"Margaret Mead: Human Nature and the Power of Culture" is on view through May 2002 in the Northwest Pavilion of the Thomas Jefferson Building, 10 First St. S.E. Hours are 10 a.m. to 5 p.m. Monday through Saturday. An online preview of the exhibition is available at ***www.loc.gov/exhibits/mead.***

This exhibition represents many years of work by both Library of Congress staff and outside scholars, including Interpretive Programs Officer Irene Chambers, Exhibition Director Carroll Johnson, with curators Patricia Francis and Mary Wolfskill; scholars Jerome Handler of the Virginia Foundation for the Humanities; Margaret Caffrey of the University of Memphis; Deborah Gerwertz of Amherst College; Laura Nader of the University of California at Berkeley; Bradd Shore of Emory University; and Virginia Yans-McLaughlin of Rutgers University.

Shaping Forces

The exhibition consists of three major sections. The first of these, "Shaping Forces," explores major cultural factors that influenced Margaret Mead during her formative years. One of the best-documented lives in the Manuscript Division is that of Mead. The collection dates to the mid-19th century with papers of Mead's grandparents, who were schoolteachers in the Midwest. Her parents' letters and writings are also among the papers. Her father, Edward Sherwood Mead, was a professor at the Wharton School of Finance of the University of Pennsylvania, while her mother, Emily Fogg Mead, pursued graduate work in sociology at the University of Chicago, where the two met. They were products of the Progressive era in America, when academics and social reformers were optimistic that social problems could be solved by the application of the social sciences.

Reo Fortune

Margaret Mead self-portrait completed around the age of 13, ca. 1914-15; Mead carrying a Manus child on her back in New Guinea, 1928

Home Life

Margaret Mead's early home life, with emphases on education and social issues, exerted a pronounced influence on her later life and career. In later years, she received criticism for encouraging traditional cultures to adopt Western ways in the name of progress. As an anthropologist, Margaret Mead sought to apply the principles of anthropology and the social sciences to addressing social problems and issues, such as world hunger, childhood education and mental health. She was continually observing and gathering information in all kinds of settings.

Margaret Mead's early training in the skills of observation and information-gathering came from her grandmother and her mother, who filled notebooks with observations about Margaret, the first born. Margaret was treated as a unique individual within her family rather than as just a child, and this inspired confidence and curiosity. She learned, from being observed, that to be observed was, as she recalled late in her life, "an act of love." Among the items on display is one of the notebooks in which Emily Fogg Mead describes characteristics of Margaret at the age of 6. Emily Mead noted that her daughter was "affectionate," "helpful," "continually asking questions," "always busy at something," "very bright and original" and showed "great determination and perseverance when [she] wants anything." Mead was mostly homeschooled through the fourth grade with her paternal grandmother, who lived with the family, as her primary teacher. One of Mead's childhood diaries, written in 1911 at the age of 9 during a summer on Nantucket Island, Mass., will be on display, as well as a self-portrait drawn at the age of 13.

Choosing a Career

After a largely disappointing year at DePauw University in Indiana, Mead transferred to the all-women's Barnard College in New York City in 1920. New York was a vibrant city at the center of the excitement of the Roaring '20s, with a lot to offer an ambitious young woman. Women's colleges such as Barnard flourished in this period. By the mid-1920s, seven women's colleges—Barnard, Vassar, Smith, Mount Holyoke, Radcliffe, Wellesley and Bryn Mawr—had formed the cooperative Seven Colleges Conference, better known as the Seven Sisters, to advance women's education.

Mead began as an English major but eventually decided on the social sciences instead, studying psychology. After taking classes in anthropology with Franz Boas (1858-1942), often considered the "father of modern American anthropology," and his teaching assistant, Ruth Benedict (1887-1948), she decided to become an anthropologist. Mead was impressed by Boas's brilliance and taken by the urgency of the task Boas and Benedict set out for her—to document cultures before they disappeared in the face of contact with the modern world. Benedict, who began as Mead's mentor, would become a longtime colleague, intimate friend and confidante.

Documenting Mead's interest in pursuing a career in anthropology is a 1923 letter to her grandmother in which Mead writes: "... Anthropology is at present my chief enthusiasm. Mrs. Benedict belongs to a press committee which tries to popularize Anthropology and make at least a few of its ideas common coin."

Mead goes on to mention Benedict's recent writing about "Cups of Clay," based on her field work with native Americans in Southern California, and repeating something told to her by one of her informants: "In the beginning there was given to every people a cup of clay. And from this cup they drank their life. Our cup is broken."

Mead asked if this was "not a quaint and poetic way of characterizing the

Mead and Reo Fortune in Pere Village, New Guinea, 1928; Mead conducting a group of three Arapesh males playing native flutes in New Guinea, ca. 1932

whole culture of the Indians or any other people for that matter?" She went on to write that anthropology was an important career, because "modern civilization is killing off primitive cultures so fast; in a hundred years there will be no primitive people. The work is so urgent and there are so few people who even understand the importance of the work, let alone being willing to do it."

One of the last items in this section of the exhibition is a copy of Mead's doctoral dissertation, *An Inquiry into the Question of Cultural Stability in Polynesia*. Considered a library dissertation, it was completed before she embarked on her first field trip to Samoa.

To the Field and Back

The second section, "To the Field and Back," focuses on Margaret Mead's pre-World War II anthropological field work in the South Pacific. Mead's professor Franz Boas sent generations of his students to the field to document preliterate and small-scale cultures whose traditional way of life was changing due to contact with the modern world. Boas wanted Mead, with her background in psychology, to study Native American adolescents. She wanted to go to Polynesia, the culture area she had researched for her doctoral dissertation. They compromised, and she went to American Samoa.

Between 1925, when she set out for Samoa, and 1939, Mead studied seven cultures in the South Pacific and Indonesia. She focused in all of these studies on the relation between the individual and culture, particularly in the transmission of culture to children. Mead sought to understand how people with particular innate temperaments function in cultures that emphasize different aspects of the human potential. Among her pioneering researches were those that looked at different cultural expectations for male and female, an early attempt at understanding what are now called "gender roles." Mead was one of the earliest American anthropologists to apply techniques and theories from modern psychology to understanding culture and to apply these ideas to women and children.

The Adolescent Girl

When Margaret Mead journeyed to the South Pacific territory of American Samoa in 1925, she sought to discover whether adolescence was a universally traumatic and stressful time due to biological factors, or whether the experience of adolescence depended on one's cultural upbringing. After spending about nine months working in Samoa and administering psychological tests, Mead concluded that adolescence was not a stressful time for girls in Samoa, because Samoan cultural patterns were very different from those in the United States. Her findings were published in *Coming of Age in Samoa* (1925), a vivid, descriptive account of Samoan adolescent life that became tremendously popular. It was published in more than a dozen editions in a variety of languages and made Mead famous. One of the reasons for the popularity of the book was that Mead had revised the introduction and conclusion of her original manuscript, adding two chapters that dealt directly with the implications of her findings for child rearing in the United States.

Though it was a popular success and has been used in numerous undergraduate anthropology classes, *Coming of Age in Samoa* has received varying degrees of criticism over the years. Some of her results have been called into question by other anthropologists. Among other things, she has been criticized for overly romanticizing Samoan life and downplaying evidence contrary to her main argument. In addition, some Samoans have found her depiction of Samoan adolescent sexuality offensive. Underlying some of the criticism is the nature-nurture debate in which scientists argued—and continue to argue—over the extent to which a human being is the product of nature or of cultural forces.

Manus: Childhood Thought

On the boat returning from Samoa, Mead met her second husband, Reo Fortune, a New Zealander headed to Cambridge, England, to study psychology. They were married in 1928, after Mead divorced her first husband, Luther Cressman. Fortune and Mead traveled together to Pere, a small village on the island of Manus, in what was

then the Admiralty Islands and is now part of Papua New Guinea. Mead, who wanted to study the thought processes of children in preliterate cultures, asked the children of Pere to prepare drawings for her. On the trip she collected 35,000 pieces of children's artwork. Contrary to prevailing thought, she discovered that what is considered childlike in thought varies according to the emphases of the culture. In a culture such as Manus's, where the supernatural permeates everyday life, Mead found that children show no particular interest in the supernatural in their drawings. They focus instead on realistic depictions of the world around them. She published her findings in *Growing Up in New Guinea* (1930), a book for a general audience. But, as with her Samoan research, she also published a technical monograph on Manus for her peers, titled *Kinship in the Admiralty Islands* (1934).

Sex and Temperament

After a field trip to Nebraska in 1930 to study the Omaha, she and her husband, Reo Fortune, next headed to the Sepik region of Papua New Guinea for two years. While there, Mead did pioneering work on gender consciousness. She sought to discover to what extent temperamental differences between the sexes were culturally determined rather than innate. She described her findings in *Sex and Temperament in Three Primitive Societies* (1935) and explored the subject more deeply in the next decade with *Male and Female* (1949).

Mead found a different pattern of male and female behavior in each of the cultures she studied, all different from sex role expectations in the United States at that time. She found among the Arapesh a temperament for both males and females that was gentle, responsive and cooperative. Among the Mundugumor (now Biwat), both males and females were violent and aggressive, seeking power and position. For the Tchambuli (now Chambri), male and female temperaments were distinct from each other, the woman being dominant, impersonal and managerial and the male less responsible and more emotionally dependent. While Mead's contribution in separating biologically based sex from socially constructed gender was groundbreaking, she was criticized for the neatness of the categories she described. For Mead each culture represented a different type within her theory, and she downplayed or disregarded information that may have made simple classifications more difficult.

In the later stages of the Sepik trip, Mead and Fortune encountered British anthropologist Gregory Bateson, who was studying the Iatmul people. The three worked to develop a systematic explanation of the relationships between cultures and personality types. Mead discovered such an intellectual bond and temperamental affinity with Bateson that she eventually divorced Fortune and married Bateson.

Bali: Personality Formation

Mead and Bateson were married in 1936 in Singapore as they headed to do field work in Bali in the Netherlands East Indies (today Indonesia). In this pioneering work in visual anthropology, they used a variety of methods to explore the role of culture in personality formation.

They documented Balinese culture in extensive field notes and through the innovative use of still photographs and motion picture film. Collaborating with other Westerners living in Bali and with Balinese secretary-informants, Mead and Bateson produced multiple layers of documentation of such behaviors as parent-child interactions, ritual performances and ceremonies, and artists at work. In addition to other objects, they collected Balinese art from adults and children and acquired more than 1,200 pieces. Among the works they produced from their research in Bali are the film "Trance and Dance in Bali" (1952) and the book *Balinese Character: A Photographic Analysis* (1942). The latter contains a selection of 759 still photographs, arranged thematically to illustrate theoretical points about the culture and Balinese character formation. They used photographs to show, for instance, how children learned physical skills passively by having their bodies moved into the necessary positions by their teachers.

While this field work is still considered groundbreaking, it has been criticized, particularly for not accounting sufficiently for the role of religion in Balinese culture.

Anthropologists Reo Fortune, Margaret Mead and Gregory Bateson, July 1933

Iatmul: Personality Formation II

Before returning to the United States, Mead and Bateson traveled to New Guinea to test in a different culture the field work technique they had developed in Bali. They spent approximately six months observing, photographing and filming the Iatmul of the Middle Sepik for their comparative study of the connections between child-rearing practices and adult personality. They selected the Iatmul because Bateson had previously studied them and Mead was familiar with the cultures of the region. Due to the onset of World War II, very little was ever published from these 1938 Iatmul materials.

Items on display in this section of the exhibition include recent additions to the Mead Collection, including previously unavailable correspondence while Mead was in Samoa between her and her close friend and mentor Ruth Benedict; the letter Mead's supervising professor Franz Boas sent her shortly before her departure for Samoa, telling her which research questions she should keep in mind while in the field; and a photograph of Mead's room at the naval dispensary on the island of T'au in American Samoa. Her decision to live there instead of in a Samoan household has been a point of criticism of her Samoan work.

Gregory Bateson

Mead reaching out to a Balinese child, ca. 1937

Visitors will also see in this section a 1968 letter Margaret Mead sent to Derek Freeman, one of the most persistent critics of her Samoan work, responding to some of his questions and criticisms; children's drawings from New Guinea and Bali; and a field notebook from Bali in which she recorded information on the medical care she provided to people there. It also includes a letter she sent to her future husband Reo Fortune in the 1920s, raising the question that was to underlie the work she did for the rest of her career: "When does an Indian become an Indian?"

An audio-video kiosk in the exhibition will feature still and moving-picture film from work that Mead conducted in Bali and New Guinea with her third husband, Gregory Bateson, and that she used to analyze various aspects of child development and acculturation. An early student of body language and gesture, Mead was interested in such things as the way children were held and carried in different cultures.

"Learning to Live in One World"

Margaret Mead's role as a public media figure and her contribution to issues of global significance are considered in the final section, "Learning to Live in One World." Among the objects for this section is a page remaining from a book manuscript Mead destroyed after the explosion of the atomic bomb. She saw the dropping of the atomic bomb on Japan by the United States in 1945 as a defining moment in human history, symbolizing man's ability to destroy himself. This peril and the resulting global interdependence were major themes in her writings for the rest of her life. Also in this section are playing cards from a board game designed by Margaret Mead and Mr. Bateson; Balinese and American children's drawings depicting Sputnik; a notebook in which Mead wrote during the last weeks of her life; and a second audio-video kiosk with video footage featuring Mead on television talk shows and in other taped public appearances.

The World War II period marked a shift in Mead's work. Increasingly she paid more attention to contemporary, so-called "complex," cultures, including that of the United States, and less time to field work among distant cultures. She began commenting on issues of concern to American society directly. One of Mead's major interests in the war and postwar period was the issue of global interdependence, and she became increasingly involved in international organizations working with global human issues. In addition to her continued writing of popular books and magazine articles, she traveled frequently within the United States and overseas. She lectured to various groups, did radio interviews and, from the early years of the new medium, appeared on television. Mead continued in these years to take notes incessantly, filling nearly 200 volumes of notebooks on her everyday activities.

In the 1960s and 1970s, Mead was easily identified by a tall, forked walking stick, which she began using after recovering from a break in a chronically weak ankle in 1960, and a trademark cape. In addition to being widely recognized, Mead became an increasingly controversial figure in this period and was criticized by some for offering her views on many different contemporary topics.

When Mead died in 1978, she was widely eulogized. Sen. Jacob K. Javits (D-N.Y.) recalled her lasting contribution in a eulogy in the *Congressional Record*: "Margaret Mead lives on. She is with us in the brilliant studies she conducted on human behavior; she lives on in the many books she has authored...her ideas thrive in the minds of her students whom she stimulated with her zeal and zest for the search for knowledge and truth. ..."

National Character

The shift in Mead's work brought on by the onset of World War II began in 1939, when she and Bateson returned to the United States:, she was pregnant, and their daughter, Mary Catherine Bateson, was born that December. In this period, the couple prepared their Balinese materials for publication and turned their attention to using their professional skills to assist the Allied war effort in the United States. They contributed their expertise as social scientists to groups that applied the behavioral sciences to such things as problems of morale in wartime. Early in 1942, Mead went to Washington, D.C., to head the National Research Council's Committee on Food Habits, which applied anthropological methods to problems of food distribution and preparation in war-affected countries. Also as part of the war effort, in 1942 Mead published *And Keep Your Powder Dry*, a book on American national character.

During World War II, anthropologists used the techniques they had developed in small-scale societies to analyze the "national character" of so-called complex societies. Authors of these studies sought to understand the cultural patterns of nation-states such as Great Britain, Germany, Japan and the Soviet Union, largely through indirect methods rather than by traveling

to those countries. By gathering information from immigrants to the United States, as well as from published sources and films, they studied culture "at a distance." Such research was used to guide government and military policy, to further cooperation among wartime allies and to plan for a postwar world. Similar studies continued after the war with the Research in Contemporary Cultures project, which was led by Mead after Ruth Benedict's death in 1948.

National character studies in the war and postwar period were subsequently criticized by scholars for such things as their homogeneity and overgeneralization. These studies, some funded directly by government agencies, marked a new stage in the continuing relationship between social scientists and the U.S. government, a relationship that would become increasingly controversial in the 1960s.

Technology and Social Change

Mead was profoundly affected by the bombing of Hiroshima and the dawning of the nuclear age in 1945. At the time, she was working on a book called *Learning to Live in One World,* which dealt with planning for life in a postwar world. She claimed to have destroyed the almost-completed book manuscript because the advent of nuclear weapons rendered the contents out of date. The book was never published, but a page from it is on display in the exhibition.

Applying her anthropological skills, Mead gathered information on people's reactions to the atomic bomb. She incorporated their views into her work as she sought a model for living in a radically changed world, a world in which human beings could destroy themselves. In addition to concern over humanitarian issues and growing involvement in international organizations, in this period she became increasingly interested in the public perception of science and in space exploration. Haunted by the specter of nuclear war, Mead focused in the remaining years of her life on finding new ways to live and thrive in a world transformed by new forms of technology. Mead had been interested in cultural stability and change since her student days, and the rapid pace of social change and its impact on relations between the generations was a major theme in Mead's postwar writings.

Shari Segal

Mead in Hancock, N.H., on May 26, 1975, during the filming of the USIA's "Reflections"

Mead as a Cultural Commentator

Beginning with *Coming of Age in Samoa,* Margaret Mead applied the knowledge she gained from her field expeditions to a better understanding of American life. She observed and commented on American society—often insightfully, sometimes controversially—and explained cultural patterns that affected the ways people behaved and communicated. By the early 1960s, Mead had become widely regarded as a vocal commentator on contemporary American life. In her remaining years, she spoke and wrote to popular audiences on a wide range of subjects, including the generation gap, aging, the nuclear family, education, the environment, race, poverty, women's rights and sexual behavior. Over time, she devoted increasing amounts of time to traveling around the United States and other countries to lecture and appear on radio and television programs. She sought audience questions at her public appearances and used them as part of her research on American culture, writing and lecturing, as she once said, "into a state of mind."

Mead addressed the public from a variety of platforms. The most enduring of these was the American Museum of Natural History in New York City, where she had been hired in 1926 to make anthropology accessible to the public. She also taught at a number of institutions of higher learning, and wrote and lectured for many specialized and professional audiences. With her concern for building a better future, Mead became increasingly interested in the 1960s and 1970s in ecological issues and in the field of ekistics, the study of human settlements. She testified before numerous congressional committees and worked for the United Nations through various nongovernmental organizations.

Mead died of cancer on Nov. 15, 1978, working until her final days. One of her last concerns was congressional passage of child nutrition legislation.

Afterward: Derek Freeman and Margaret Mead

In 1983, five years after Margaret Mead's death, Harvard University Press published a book by Derek Freeman (1916-2001), a professor at the Australian National University, that challenged the accuracy of Mead's findings in *Coming of Age in Samoa.* The book, *Margaret Mead and Samoa: The Making and Unmaking of an Anthropological Myth,* received widespread media attention in the United States. It became a prominent case study in the continuing battle over the relative importance of "nature vs. nurture."

Freeman, who had corresponded with Mead during her lifetime and questioned her on some of her methods and results in Samoa, argued that Mead had made errors in her Samoan work. He wrote that she misunderstood the culture in her effort to bring her professor Franz Boas the answers he wanted to prove his theory of cultural determinism. Among other things, Freeman argued that Mead ignored the violent

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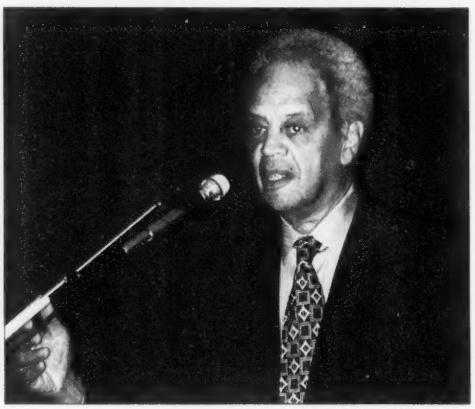
Not Just 'Pillow' Talk

Roger Wilkins on the Founding Fathers

BY ARDIE MYERS

Roger Wilkins, who spoke at the Library on Sept. 25, has led a remarkable life. He has participated at the highest levels of American government and society and was a prominent player in many of the major events of our time. He has been actively involved in the civil rights movement (he is the nephew of Roy Wilkins, former executive secretary of the National Association for the Advancement of Colored People) and is a Pulitzer Prize-winning journalist for his Watergate editorials, a former director of the Community Relations Service in the Kennedy and Johnson administrations and a leader in the Free South Africa movement. Currently, he is the Clarence J. Robinson Professor of History and American Culture at George Mason University and a member of the District of Columbia school board.



Charlynn Spencer Pyne

Roger Wilkins

His new book, *Jefferson's Pillow: The Founding Fathers and the Dilemma of Black Patriotism*, presents an incisive and provocative analysis of the lives of four founding fathers: George Washington, George Mason, James Madison and Thomas Jefferson.

The book discusses their relations with blacks and their thoughts about slavery. The book also asks, "How should blacks view the founders and why should blacks admire them?"

In a noon lecture and book-signing event on Sept. 25, Mr. Wilkins commented on the book's inception and provided an overview of its contents to a capacity audience in the Madison Building's Mumford Room. The lecture was one in a series of programs sponsored by the Humanities and Social Sciences Division.

The book's title, *Jefferson's Pillow*, is based on a statement attributed to Jefferson that his first memory as a child was of being carried on a pillow by slaves on horseback. For Mr. Wilkins, it was a perfect metaphor for the position that African Americans played in the founders' lives. Mr. Wilkins contends that slaves served as cushions that puffed up the reputations and eased the lives of the slave-owning Virginia founders. Slaves provided the support that gave their owners the leisure to conceive and express democratic ideals. Without slaves, he states, the revered founders would not have been able to conceive, create and carry out the principles they put forth in the Declaration of Independence, the Bill of Rights and the Constitution, which ultimately enabled blacks to rise above their circumstances.

Yet, the founding fathers lived according to the verities of their time and place, Mr. Wilkins declared. All four patriots were Virginians, and the Virginia economy was based on tobacco, a crop that required a ready supply of land and labor. At first, white indentured servants provided the labor during their tenure of seven years. But by 1546, poor whites had begun to resent the harsh, rugged life they lived and released their frustrations in Bacon's Rebellion. Soon after, the ruling classes formed an alliance with poor whites that rewarded them with the privileges of "whiteness." The society then relegated blacks to the permanent status of enslavement.

After 50 years of service in public affairs Mr. Wilkins felt it was not presumptuous of him to seek answers to questions that have confounded him throughout his life. *Jefferson's Pillow* answers some of his questions. His idea for the book was influenced by W.E.B. Du Bois, former Supreme Court Justice Thurgood Marshall and his daughter Amy Wilkins.

Du Bois explains in *The Souls of Black Folks* the duality that African Americans often face, the feeling of "two-ness—as an American, a Negro, two souls, two thoughts, two unreconciled strivings, the 'soul at war with the spirit.'" That description, Mr. Wilkins says, applies to him too. He often views life in an ambivalent way, seeing things as a black man and as others view him.

Thurgood Marshall, the Supreme Court Justice, and a family friend and mentor, a "thoroughgoing patriot," always puzzled him in his admiration and reverence for the founders. How could Marshall show such affection for the founding fathers, knowing they held slaves?

In addition, a story lodged in his memory of a tour he took of George Washington's Mount Vernon with his wife and daughter in 1964 or 1965. Throughout the extensive tour, there was no mention of slaves or of how the slaves made the place work. Seeing the sign "The Quarters," Mr. Wilkins's 6-year-old daughter, Amy, wanted to know, "What was the 'quarters'? When Mr. Wilkins replied that the quarters was where the slaves lived, Amy, outraged, loudly roared: George Washington had slaves? Well, what's so great about him, then?"

Mr. Wilkins argues that the story of blacks has been so diminished that their roles in American history have been "expunged." What the founders did, he says, pervades the American culture and led to segregated restaurants, hotels and barber shops. And there is still a tendency by many white Americans to resist "elemental justice."

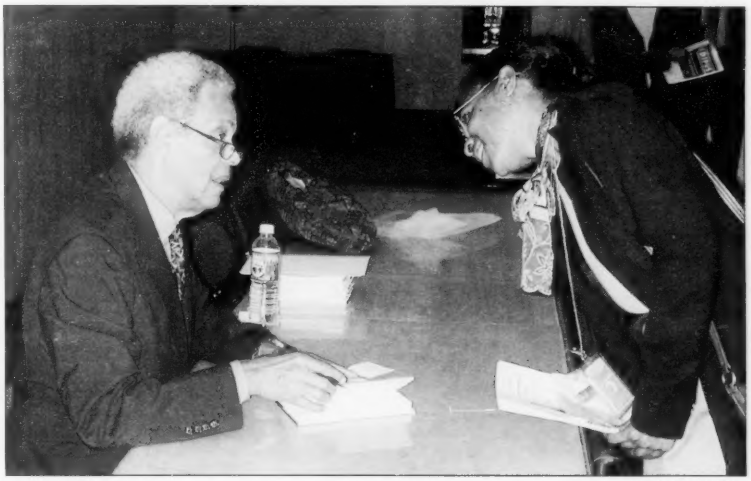
All of these things figured in Mr. Wilkins's attempts to discover what kind of people the founders really were: "Who were they before they became *tall men*? Why were they able to proclaim democracy while condoning slavery?"

George Mason was older than the other Virginians. He was a retired widower with a number of children to support at the time of the Revolution.

Mason had railed against slavery, had drafted the Virginia Declaration of Rights and had insisted that people's rights be included in the Constitution. And his thinking finally led to the Bill of Rights that is now in the Constitution. However, Mason left the Constitutional Convention without signing the document because it failed to address slavery. Yet, Mason willed his slaves to his children along with his cattle and furniture.

James Madison, the youngest of the group, is depicted as a "prodigious intellect," a hard-working legislator who pored through numerous national constitutions to find an appropriate one for the new nation. Madison was not a slave master like the others, Mr. Wilkins maintains. In contrast, when questioned about his decision to free his slave Billy, Madison replied: "How could I have denied him the rights we have been so eloquent about?" Yet Mr. Wilkins states, Madison never took steps to eliminate slavery.

Mr. Wilkins finds more difficulty in dealing with Thomas Jefferson. Although he praises Jefferson for his authorship of the Declaration of Independence, he maintains that slaves enabled Jefferson to be the "poet of freedom." They allowed him the leisure to write, to reflect and to engage in lavish living. Despite his dependence upon them, Jefferson was not kind in his description of blacks. In his *Notes on Virginia*, Jefferson found blacks to be "uglier," "smellier" and "dumber" than others, Mr. Wilkins said. For all of Jefferson's piety, Mr. Wilkins noted, he was a harsh slave owner. Jefferson railed against miscegenation while evidence suggests he might have been participating in it. When questioned about the elimination of slavery, Jefferson could only reply: "What we need to do is get white replacements."



Charlynn Spencer Pyne

Mr. Wilkins signs a book for Adrienne Cannon, Afro-American history and culture specialist in the Manuscript Division.

Mr. Wilkins says that when he was fortunate enough to be named coordinator of Nelson Mandela's 1990 trip to America, he realized the true character of George Washington. Mr. Mandela and Washington had similar traits. Each was able, liked by almost everyone, not a great speaker but able to lead his country to independence.

This was also when Mr. Wilkins realized that he himself was a true American patriot. He identified with the country. He identified with its people: B.B. King as well as Isaac Stern; Jackie Robinson and Cal Ripken. When he was young, people often told him: "Go back to Africa, or "Go back where you came from." However, Mr. Wilkins declared he is not an African. He could go back to Kansas City; he could go back to Michigan; he could go back to Harlem. Those are all of his places and they are all American.

From his research on the founders and their culture, Mr. Wilkins realized that the founders were people who had been "damaged" by their culture. What the founders did was truly remarkable. They created documents that provide "traction" in American life and make it possible for change to occur. He came to conclude that both Thomas Jefferson and Thurgood Marshall were responsible for the person he is today; that there is no perfect place or perfect people.

Mr. Wilkins said he lives his life according to a simple guideline: If one of his slave ancestors should ask him, "Boy, what did you do with your freedom?" he wants to be able to reply that *Jefferson's Pillow* is part of what he achieved. ◆

Ms. Myers is a reference specialist in the Humanities and Social Sciences Division.

Mead
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aspects of Samoan life, did not have a sufficient background in—or give enough emphasis to—biology, did not spend enough time in Samoa and did not know the Samoan language well. Freeman's charges did not go unchallenged. Other researchers have argued that he overemphasized the violent and competitive aspects of Samoan life, quoted Mead selectively and studied a different part of Samoa at a later time.

Freeman subsequently published other books and articles on Mead's Samoan researches, most notably *The Fateful Hoaxing of Margaret Mead* (1999). In that book Freeman argued that Mead had been lied to by two of her informants in Samoa and thus came to erroneous conclusions about the culture and sexual freedom of the girls there. Freeman's claims were again challenged by other researchers. He died on July 6, 2001, and scholars continue to debate the issues raised by this controversy.

In spite of the Mead-Freeman controversy, Mead's work continues to be studied and republished. Mead made a conscious effort to preserve her papers, photographs and motion picture film for future generations. These documents provide researchers with an the opportunity to make in-depth analyses of Mead and her work and to derive their own conclusions about her research. ◆

Ms. Wolfskill and Ms. Francis are curators of this exhibition. Ms. Wolfskill is head of the Manuscript Division Reading Room. Ms. Francis is a Margaret Mead scholar.

First Kluge Staff Fellow

Albro Named to Library Research Post

Sylvia Rodgers Albro of the Book and Paper Section in the Conservation Division, has been selected as the Library's first Kluge Staff Fellow. The Librarian announced the selection at the Scholars' Council luncheon held on Oct. 11.

Ms. Albro will begin her residency in the Library's Kluge Center beginning on Jan. 1. For a period of up to nine months, she will research the history of hand paper-making in Fabriano, Italy, from the 13th century to the present. In addition, she will document and photograph the rich array of materials made with Fabriano papers found throughout the Library's collections.

Ms. Albro first joined the Library staff in 1984 as a paper conservator. She graduated magna cum laude from the University of Santa Clara, Calif. (1978), with a bachelor's degree in fine arts and Italian. She received a master's degree in fine arts and a certificate of advanced study in conservation from the Cooperstown Graduate Program in the Conservation of Historic and Artistic Works, State University at Oneonta, N.Y. (1982). She is the author of articles and chapters in several books on the topic of conservation of historic materials.

In addition to working at the Library, she has served in positions related to paper conservation in such institutions as Yale University, the European School for the Conservation of Library Materials in Spoleto, Italy, and the Phillips Collection in Washington. At the Library, she has been the recipient of three Special Achievement Awards and a Quality Increase.

The research project Ms. Albro proposed for the Kluge staff fellowship was praised by members of the external selection committee as being a blend of scholarship and practical application. Reviewers were impressed by the scope of her project, entailing the use of a wide array of resources from several areas of the Library.

Christina Tyler Wenks

Sylvia Rodgers Albro places a modern, handmade Italian paper on a lightboard to show its watermarks.

Ms. Albro's proposal was selected from a pool of highly qualified projects submitted by Library staff. These 21 staff applications were reviewed and rated for completeness and appropriateness to the program's goals by a Kluge Center Staff Advisory Working Group subcommittee of three: Donald DeGlopper, Reference Division, Law Library; Georgette Dorn, chief, Hispanic Division; and Marilyn Kretsinger, assistant general counsel, Office of the Copyright General Counsel.

Because of their overall excellence, 10 topically diverse applications were forwarded to an external selection committee appointed by Prosser Gifford, director for scholarly programs. Selected for their experience in judging research of the type proposed by Library staff, the external review panel consisted of Kathleen Lynch, executive director, Folger Institute; Theresa O'Malley, associate dean, Center for Advanced Study in the Visual Arts, National Gallery of Art; and Hugh Heclo, Clarence J. Robinson Professor of Public Affairs, George Mason University, and a member of the Library's Scholars' Council.

The selection committee praised the staff proposals for their range of intellectual activity and diverse and imaginative use of the Library's collections.

"The Kluge Center Staff Advisory Working Group has done a wonderful job in moving quickly to formulate criteria for the staff fellowship competition, review submitted applications and forward them to the external panel for its recommendation. I am extremely pleased with how smoothly and professionally this first competition was conducted," said Carolyn Brown, assistant librarian for Library Services.

The next Kluge Staff Fellowship competition will be announced in mid-November. Applications will be due by close of business on Feb. 14, 2002. A briefing for interested staff will be held in early December. Additional information about the Kluge Staff Fellowship can be obtained from the Office of Scholarly Programs, LA-5255, or by calling 7-3302.

Funding for the Kluge Staff Fellowship for a Library of Congress employee is provided by an endowment grant of $60 million from John W. Kluge, chairman of the Library's James Madison Council. Announced in October 2000, the grant supports five chairs and other visiting scholars appointed by the Librarian, a dozen Kluge Fellows selected annually through an international competition; and a $1 million prize in the intellectual arts. Jaroslav Pelikan, Sterling Professor Emeritus of History at Yale University, is the first to hold the Kluge chair for Countries and Cultures of the North in the John W. Kluge Center.

Additional resident scholars at the Library hold fellowships funded by the Mellon, Luce and other foundations. ◆

Conservation Corner

The Intern Class of 2001

BY SYLVIA RODGERS ALBRO

The Library of Congress has benefited from valuable contributions of five advanced interns in the field of book and paper conservation during the past year. The Conservation Division graduated these interns in November.

Jean Baldwin, Beatriz Haspo, Lisa Barro, Carol Ann Small and Tamara Ohanyan were competitively selected by the Conservation Division from a pool of applicants wanting to be Book, Preventive, Photograph and Paper Conservation Advanced Interns for the 2001 academic year.

Jean Baldwin is a graduate student in the Conservation Studies program at the University of Texas in Austin and a specialist in letterpress printing, paper making and the conservation of rare books. She has been working with Yasmeen Khan, a senior conservator, on the conservation treatments of Islamic bound materials, including a copy of Nasri's *Ethics* and *Layla we majnun*. Ms. Baldwin has found these projects to be the most challenging and rewarding during her time with the Library, as Islamic manuscript, paper and binding traditions are very different from corresponding Western traditions in book making and require specialized training and research.

Lisa Barro came to the Library with a strong scientific background in the technical analysis of artists' materials as a graduate student in conservation at the Institute of Fine Arts of New York University. Her aim was to gain additional experience in the conservation treatment of photographs and paper materials with complex condition problems. She accomplished her goal by working on a variety of treatments, such as the research and reassembly of a William Morris Hunt lithograph print from the Prints and Photographs Division, the consolidation and repair of 40 *cartes-de-visites* from the Adolph Metzner Album of Civil War photographs, also from the Prints and Photographs Division, and the transparent tissue lining of a series of 19th century abolitionist newspapers from the Marian S. Carson collection in the Manuscript Division. Ms. Barro has worked closely with Andrew Robb, a senior photo conservator, and cited the *cartes-de-visites* project in particular as a good lesson in time management and organization, given that the project involved complicated treatments on many items within a proscribed period of time.

Marita Clance

Conservation interns and volunteers (from left) Lauren Habenicht, Jean Baldwin, Fletcher Durant, Beatriz Haspo, Carol Ann Small, Monica Howell, Lisa Barro and Tamara Ohanyan with Director for Preservation Mark Roosa (second from right).

Beatriz Haspo, a graduate of the Technical Institute for Restoration and a practicing conservator from Sao Paolo, Brazil, is the first intern in Preventive Conservation at the Library. In this capacity she has worked with Ann Seibert, a senior conservator, in organizing and implementing Library-wide preservation services such as disaster preparedness and recovery for collection material, staff training in the care and handling of materials and environmental monitoring of collections using a variety of new technology tools and software. She also worked with Mr. Robb and Dan De Simone, Lessing Rosenwald Curator of Rare Books, in designing and executing a new condition survey for the Rosenwald Collection in the Rare Book Division. This project will result in a searchable database of the collected information for both the Rare Book and Conservation divisions. Ms. Haspo will be continuing in her position as the new Getty Institute Preventive Conservation Fellow at the Library during 2001-2002.

Tamara Ohanyan graduated from the Yerevan State Pedagogical University in Armenia and is a professional conservator with the Matenadaran Research Institute of Ancient Manuscripts. Her internship at the Library has given her a chance to learn more about American techniques in book conservation. Ms. Ohanyan has conserved a 19th century Russian atlas on blue paper from the Geography and Map Division under the direction of John Bertonaschi, a senior conservator of rare books. Maria Nugent, head of the Book and Paper Treatment Section, guided Ms. Ohanyan's conservation treatment of an 18th century National Gazette from the Serial Records Division, and Yasmeen Khan provided support for her treatment of a 17th century Armenian manuscript on parchment from the

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Understanding Islam

Islamic Scholar in Residency at the Library

By MARY-JANE DEEB

Mohamed Arkoun, emeritus professor of Islamic philosophy at the Sorbonne in Paris, a visiting professor at the Ismaili Studies Institute in London and editor of the academic journal *Arabica*, spent a week at the Library in October to discuss Islam as both a Western religion and a political tool in the wake of the Sept. 11 terrorist attacks on the United States.

In an Oct. 10 session with the Madison Council, the Library's private sector advisory group, he said that it is important to reconsider first the concepts of Islam and the West. He suggested that scholars think of writing a "relative history" of the post-World War II period.

The Sept. 11 events, he argued, are part of a series of crises rooted in the postwar history of the Arab world. The war of independence in Algeria (1954-1962), for example, shaped the way Muslims used religion not as a system of belief and thought, but as an ideology of protest and resistance. Today, he maintained, Algeria is still paying the price for the politicization of religion.

Mr. Arkoun suggested that there exists "an anthropological triangle" that includes a disintegration of the Muslim tradition of thought, the use of the Koran as a tool for a liberation struggle and the use of religion by governments as a means of legitimizing their power. Those three elements together have led to today's violence in the Muslim world.

"Islam must be brought back as a tradition of thinking," a tradition that emerged over a thousand years ago in the "Mediterranean space." For Mr. Arkoun, Islam is part of the Greco-Roman, Judaeo-Christian traditions that emerged on the shores of the Mediterranean. He reminded his audience that Muslim scholars revived the works of the Greek philosophers by translating and teaching the works of Aristotle and Plato, and thus contributed to the European Renaissance.

Charlynn Spencer Pyne

Mohamed Arkoun

Mr. Arkoun said that there are numerous books on "Islamic fundamentalists" that shed no light whatsoever on Islam. On the contrary, they lead people to think that violence is inherent in Islam. Violence, he argued, is part of human society, and those who believe that theirs is the only "true religion" often resort to violence against people who hold different beliefs.

During a meeting with members of Congress in the Members' Room on Oct. 11, Professor Arkoun discussed the use of Islam as a political instrument and some of the causes behind the rise of Islamic militant movements in the Middle East and North Africa. Sens. Robert Bennett (R-Utah) and Craig Thomas (R-Wyo.) and Reps. Charles Taylor (R-N.C.), Peter Hoekstra (R-Mich.), Rush Holt (D-N.J.), John LaFalce (D-N.Y.) and Tom Petri (R-Wis.) attended.

Later that day, Mr. Arkoun met with members of the Library's Scholars' Council, which was holding its first meeting to advise Dr. Billington on future appointments for five senior chair positions at the John W. Kluge Center in the Library.

The Librarian asked Professor Arkoun to briefly answer one question: "What is the one thing you want Americans to know about Islam?"

Mr. Arkoun responded that Islam is "part of the monotheistic tradition of the divine," that all three monotheistic traditions (Judaism, Christianity and Islam) "were born in the Near East," and that this knowledge should prevent us from conceptually separating Islam from the Western tradition of thought.

A member of the Scholars' Council, Bronislaw Geremek, the former foreign minister of Poland and currently a scholar of medieval European history at the College de France, asked: "If in the Koran there is no contempt for human life, why is it that Muslims today seem to value life so little?"

Professor Arkoun answered that in all religions and civilizations there is a separation between those who belong to the orthodox tradition and those who are outside it. Although the Spanish Inquisitors valued the lives of Catholics as a whole, they did not value the lives of either those Catholics they deemed heretics or of those who belonged to other religious groups. He added that even Aristotle, who upheld the principles of democracy in ancient Greece, accepted the concept of slavery for a conquered people.

On Oct. 12, Professor Arkoun and this writer gave a joint presentation on "The Use and Misuse of Religious Concepts: War and Jihad in Islam."

Professor Arkoun discussed the way "the corpus of religious tradition" we have today was transformed over time. The "divine logos" (the word of God) was transmitted to the Prophet Muhammad and collected into a volume known as the Koran, only after his death. The Koran was not arranged in any chronological order and lacked the basic vowels and diacritical marks that were added later. The *hadith*, or the Prophet's sayings, which is part of the body of religious materials that make up the Muslim tradition, also were collected and selected after Muhammad's death. Thus, the basic texts in Islam were affected by the people who worked to put them together. In other words, an interpretation of sacred texts took place from the very start of Islam

and continued for several centuries.

Then, Mr. Arkoun argued, the realm of interpretation (or *ijtihad*) was closed. Official bodies such as states decided that those texts would no longer be interpreted. Yet, those interpretations continued because, as Mr. Arkoun put it, "Islam is theologically Protestant and politically Catholic," meaning that while Islam can be interpreted by every person who reads the Koran, the state has put a stop to such interpretations and allowed only one version to be taught and disseminated.

This writer described how Osama Bin Laden had interpreted Koranic text to justify a *jihad*, or religious war, against the "infidels" in the West. She referred primarily to the videotaped message sent by Bin Laden to the media on Oct. 7, on the first day of the U.S. retaliatory attack on Afghanistan. She talked about the various forms of *jihad* in Islam, the main one being the struggle against one's own sinfulness. She also described the importance of bin Laden's choice of words, his attempt at depicting Islam's holy shrines as being under siege, implying that Islam itself was under siege and that it was the duty of every Muslim to defend his religion. Finally, she talked about the political significance of the choreography of the Oct. 7 video, in which bin Laden and his associates are seated on the bare rock in fatigues and traditional costume—in sharp contrast to the palatial settings where Muslim heads of state exercise their power. This was meant to appeal to the Muslim masses by identifying with their poverty and plight.

Charlynn Spencer Pyne

Mr. Arkoun leads a discussion of Islam with Beverly Gray, chief of the Asian and Middle Eastern Division, and Mary-Jane Deeb, Arab world area specialist.

Mohamed Arkoun was a member of the board of the Agha Khan Prize for Architecture (1995-1998) and is himself the recipient of numerous international awards, including the prestigious French decorations of the Officier de la Legion d'Honneur and Officier des Palmes Academiques. He has lectured and taught worldwide and is widely published. His books include *L'Islam hier-demain* (1978), *La pensee arabe* (1979), *Essais sur la pensee islamique* (1983), *Lectures du Coran* (1991) and *Islam, Europe and the West* (1996).

Mr. Arkoun's three visits to the Library in the past year have been made possible by a generous grant from Raja Sidawi, a member of the James Madison Council. ◆

Mary-Jane Deeb is an Arab world area specialist in the Library's African and Middle Eastern Division.

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African and Middle Eastern Division. Ms. Ohanyan is also an accomplished miniature painter and has taken the opportunity to use the Conservation Division's technical facilities, with the assistance of this writer to identify pigments used in the ancient as well as modern Armenian painter's palette.

Carol Ann Small is a graduate student at the Winterthur-University of Delaware Program in Art Conservation, with an M.A. in art history from Syracuse University. Ms. Small has worked on a variety of projects from different special collections in the Library, including the treatment of an Andrew Jackson letter from the Manuscript Division, an album from the Prints and Photographs Division of etchings by Felix Buhot called *Japonisme*, which had suffered from mold damage and an Indian miniature requiring consolidation of flaking pigments from the African and Middle Eastern Division. Most recently, Ms. Small completed the conservation treatment of 35 Joseph Pennell charcoal drawings, watercolors and pastels under the direction of Linda Morenus, a senior conservator. Sixteen of the charcoal images were reproduced as illustrations in Henry James's book *London Hours*, from 1905. The drawings were in extremely fragile condition and required separation or removal from poor quality crumbling backings in order to allow them to be accessible to researchers.

Ms. Small, Ms. Haspo, Ms. Baldwin and Ms. Barro all received Pulitzer Fellowships from the Library of Congress during the past year in order to continue their work.

In addition to the excellent work contributed by the five advanced interns, the Conservation Division has also had the benefit of four volunteers this summer. Fletcher Durant of Wesleyan University has assisted in the survey and rehousing of the William Wirt and Marian Carson collections of the Manuscript Division. Lauren Habenicht assisted in the Ansel Adams Manzanar matting project. Monica Howell of the University of Maryland worked with Jesse Munn, a senior conservator, in the survey and rehousing of the Naxi manuscripts from western China in the Asian Division. Rachel Waldron, a graduate of George Washington University, has assisted Rikki Condon, a senior conservator, in the preparation of exhibit material and Kaare Chafee, a conservator, in the opera libretto rehousing project of the Music Division.

"The interns and fellows of today are the leaders of tomorrow who will conserve our national cultural heritage," said Mark Roosa, director for preservation. Our aim is to educate and inspire each class to pursue new standards of excellence in this important work." ◆

Ms. Albro is a senior paper conservator in the Conservation Division.

News from the Center for the Book

Book and Library History Update

The Center for the Book will be 25 years old in October 2002. This is the third in a series of articles that summarizes its activities during its first quarter-century.

Encouraging the historical study of books and libraries has been one of the Center for the Book's missions since it was established in 1977.

Since then, approximately one-third of the center's 104 publications (55 books and 49 pamphlets) have been on historical topics; the most recent publications are *A Handbook for the Study of Book History in the United States* (2000) and *Library History Research in America* (2000), which was published in cooperation with the University of Texas Press. The center's Web site (**www.loc.gov/cfbook**) contains information about these publications and others designated below in "Book and Library History Highlights, 1977-2001." The Web site also provides links to organizations throughout the United States and the world that promote the study of books, the book arts, reading, libraries and print culture.

Future book and library history projects include: co-sponsorship on April 11-13, 2002, of a conference on the "History of Libraries in America," to be held at the Library Company of Philadelphia; and the publication of two books: *Books, Libraries, Reading and Publishing in the Cold War*, in cooperation with the University of Texas Press, and *Perspectives on American Book History*, cosponsored with the University of Massachusetts Press and the American Antiquarian Society.

Book Historians Meet in Williamsburg

On July 19-22, the Center for the Book participated in the ninth annual conference of the Society for the History of Authorship, Reading and Publishing (SHARP), which was held in Williamsburg, Va. More than 250 academics, librarians and students of book history participated. The conference sponsors were the American Studies Program and the Earl Gregg Swem Library at the College of William and Mary, the Virginia Center for the Book and the Library of Virginia

Center for the Book Director John Y. Cole served on the local arrangements committee, introduced luncheon speaker Brian Lamb and participated in two panel sessions. The first panel, a roundtable discussion on the importance and preservation of book trade and publishing archives, addressed a topic in which the Center for the Book has been involved for many years, most recently through its co-sponsorship of an October 1996 symposium at Columbia University (see *Information Bulletin*, Feb. 10, 1997).

The second panel session, organized by Sharon Shaloo, coordinator of the Massachusetts Center for the Book and chaired by Mr. Cole, was on "Book History and Public Humanities Programming." The presentation provided examples of successful promotion projects and introduced SHARP members to the Center for the Book "idea." Speakers and their topics were: Sidney Berger of the California Center for the Book, on "The California Center for the Book at UCLA: A Model Partnership;" James Wald of the Hampshire College Center for the Book, on "The College and the Community;" Beth Luey of the Arizona Center for the Book, on "Mapping Regional Literary Heritage: The State Literary Map;" James L.W. West III, of the Penn State Center for the History of the Book, on "What If All of (Your Community) Read the Same Book?;"and Ms. Shaloo, on "Literary Value and Popular Taste in State Literary Awards."

Book and Library History Highlights, 1978-2001

An asterisk indicates a Center for the Book publication.

Feb. 14, 1978. The Center for the Book hosts its first book history program: a lecture by Mirjam Foot of the British Library.

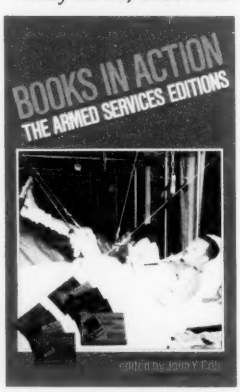
April 13-14, 1978. The center hosts a meeting to discuss the contributions it "might make to the study of books and printing." In addition to specialists from the Library of Congress, participants include 15 scholars, librarians, publishers, collectors and editors.

Elizabeth Eisenstein, the Center for the Book's first resident scholar, in 1979

Dec. 15, 1978. The center hosts a planning meeting for "Books and Society in History," a pioneering history-of-the-book conference that will be held in June 1980, sponsored by the Rare Books and Manuscripts Section of the Association of College and Research Libraries.

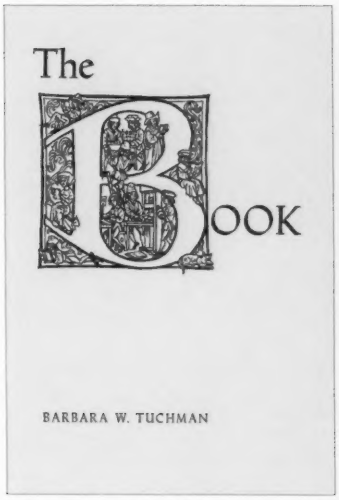
January-June 1979. Historian Elizabeth L. Eisenstein is the center's first resident scholar.

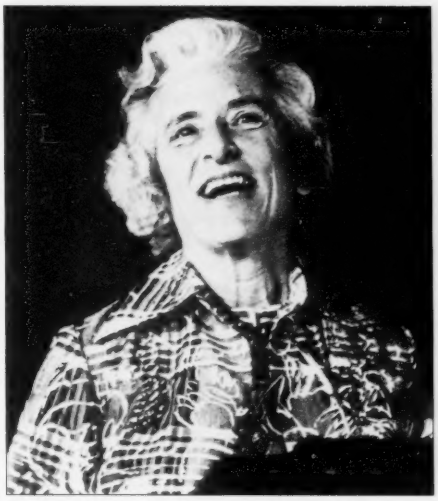
May 30-31, 1980. The center and the Library's Rare Book and Special Collections Division sponsor a conference honoring Lessing J. Rosenwald, "The Early Illustrated Book." *

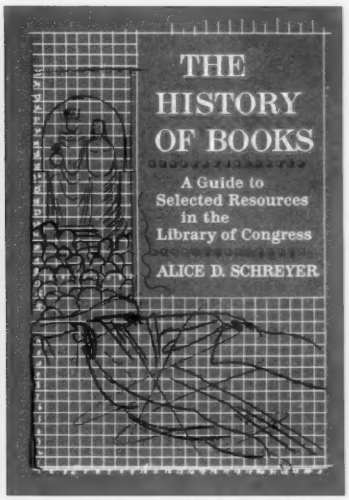


Oct. 25-26, 1984. The center and the Geography and Map Division sponsor a conference on "Images of the World: The Atlas Through the History." *

The center's publication *Books in Action* (1984) celebrated a book series (1943-1947) that introduced thousands of U.S. service members to the pleasures of reading.







The Book (1980), by Barbara W. Tuchman (center), a member of the center's first national advisory board, eloquently describes the importance of books in history. *The History of Books* (1987) by Center for the Book consultant Alice D. Schreyer was a pioneering work in a newly emerging scholarly field.

Dec. 7, 1984—June 2, 1985. "Books and Other Machines," a Center for the Book exhibition tracing the history of the book from the 15th century to the personal computer, is on view in the Library's Great Hall. The curator is Center for the Book consultant Alice D. Schreyer, and the exhibition coincides with the publication with the center's new study, *Books in Our Future*.*

Oct. 18-19, 1985. In cooperation with the University of Chicago and the newly created Illinois Center for the Book, the center sponsors a conference in Chicago on "The Book in 19th Century America." *

Oct. 29-31, 1987. In cooperation with the School of Library Service of Columbia University, the center sponsors a symposium on "Libraries and Scholarly Communication in the United States: The Historical Dimension." *

May 2-3, 1989. The center and the Library's European Division sponsor a symposium on "Publishing and Readership in Revolutionary France and America." *

Oct. 13, 1990. At the State Library in Salem, Sen. Mark Hatfield of Oregon opens "Uncle Sam in the Oregon Country," a 30-panel historical exhibition organized by the center and its affiliate, the Oregon Center for the Book.

Jan. 29, 1994. The American Printing History Association presents the center with its annual institutional award, recognizing the center's outstanding services "in advancing understanding of the history of printing and its allied arts."

July 14-16, 1994. The center hosts the second annual conference of the Society for the History of Authorship, Reading and Publishing (SHARP).

Sept. 12-13, 1995. The center hosts more than 20 historians to discuss possible approaches to a collaborative, multivolume history of libraries in the United States.

June 27, 1998. The center hosts a program at the Library of Congress marking the 50th anniversary of the American Library Association's Library History Round Table.

Oct. 23-26, 2000. The center organizes the first two days ("Interpreting the Past: Libraries, Society & Culture") of the Library of Congress Bicentennial symposium "National Libraries of the World: Interpreting the Past, Shaping the Future."

Nov. 1-2, 2001. With the Folger Institute, the center sponsors the conference "Transactions of the Book" at the Folger Shakespeare Library. ◆

Joe Friezer

During a 1987 event at the California Center for the Book, Lawrence Clark Powell (center) beams over the publication of his talk at the Library of Congress, a tribute to books titled *Next to Mother's Milk*. He is flanked by Center for the Book Director John Cole (left) and Tyrus Harmsen of Occidental College.

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